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ABSTRACT

The learning module is the first in a three part series which examines American history in light of industrial development and expansion. Presented in field test condition to allow for feedback from students and teachers, the booklet explores the American work ethic through presentation of an extensive teacher background section, eight class exercises, and 50 ideas for additional activities. The learning activities are designed to help 11th grade social studies students develop concepts and understandings related to American labor history. The topics of the activities include labor imports, treatment of laborers, working conditions, upward mobility, worker attitudes, alienation, and success factors. Learning activities comprise reading and writing assignments, class discussion, hypothesis formulation, panels, art work, role playing, character research, and attitude measurement. The format of the exercises generally includes objectives, materials, strategy, and evaluation. Sample teacher questions, background information, illustrations, and newspaper clippings are included where relevant. The list of 50 supplementary ideas suggests community interviews, novel reviewing, a cartoon club, a labor history center, and a profile of local labor beliefs. An evaluation form for teachers, a bibliography, film list, and an annotated listing of simulations are included. (Author/DB)

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MATERIALS FOR USING
AMERICAN ISSUES FORUM
IN THE AMERICAN HISTORY CLASSROOM

TOPIC V: WORKING IN AMERICA

Developed with a grant from
THE NATIONAL ENDOWMENT FOR THE HUMANITIES

Part I

The University of The State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of General Education Curriculum Development
Albany, New York 12234
1976

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FOREWORD

The modules for *Working In America* included in this publication have been produced in consonance with the program of the American Issues Forum under a grant from the National Endowment for the Humanities. The classroom strategies are intended to provide suggestions for examining American history in the light of the issues identified by the national committee which proposed the American Issues Forum. In view of the topical nature of the 11th grade social studies program, this can be done without seriously disrupting most teaching programs.

The materials are in fieldtest condition, so that classes and teachers may provide input concerning learning experiences which prove to be most useful. Some assessment of each strategy used by some or all of the students, and suggestions of modifications or substitutions, will help the Department produce a final set of strategies which will carry the themes of the American Issues Forum into the future, as we look beyond the Bicentennial Year.

Teachers will find that the teaching strategies relate most closely to understandings concerning industrial development and expansion in Topic III, American Economic Life, in the syllabus for Social Studies 11, *American History*.

The Evaluation Form appears on page iv.

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EVALUATION FORM FOR
WORKING IN AMERICA

Please return this form to the Bureau of General Education Curriculum Development, The State Education Department, Albany, New York 12234

1. Classroom strategies used (list by pages)

2. How many students were involved in using this material?

3. Were the reading passages/statistical materials/graphics within the comprehension level of most of the students using them? (list by pages and indicate how satisfactory each was, if a single answer does not apply)

4. Were the suggested questions, and/or the learning strategies interesting and helpful to students in reaching the understandings or developing the desired concepts? (list by pages and indicate how satisfactory each was, if a single answer does not apply)

5. Please suggest substitutions of readings/statistics/graphics which you think would be more appropriate.

6. Please suggest modifications of the learning strategies to make them more effective for more students.

Send descriptions of learning strategies, with references to reading passages, etc., which you have found effective in teaching these same understandings or concepts.

Your signature and school identification is optional; we'd like to give you credit if we use any of your ideas!

OVERVIEW

America is a workplace. To settle an untamed land, to push its borders across a continent, to build cities and factories and farms where there had been only wilderness, to establish one of the world's most prosperous nations—all that took incredibly hard work; but it also took slavery and exploitation. What is the American "work ethic"? Opportunity drew millions to America who saw hard work as the way to success. Yet, increasingly, our aim has been to gain more productivity for less toil. At the beginning of the Republic, people were closely tied to the end result of their work, but today we often do not even see the end result. Do we take less pride in our work because of this? Are we still concerned with what we do or how we'll do it? How have we divided up the fruits of labor? What do we do when we're not working? What becomes of us when we are unable to work, or when we retire? How have we tried to make possible a life which is both productive and leisured?

The topic, Working In America, is divided into 3 parts, as follows:

Part I, The American Work Ethic; A Grabbag of 50 Ideas for Teaching Labor Studies; Bibliography for the entire topic

Part II, Organization of the Labor Force

Part III, The Welfare State: Providing a Livelihood; Enjoying the Fruits of Labor

Some of the content included in these publications may be unfamiliar to teachers, because relatively little emphasis has been given to labor history in many American history programs. To right this imbalance, for each of the sections there is a detailed discussion of the subject for teacher background, followed by a series of classroom strategies designed to help students develop important concepts and understandings in American labor history. Teachers are urged to see the Teacher Background in this context, and to avoid the temptation to regard this detail as "content to be covered."

A useful addition to the bibliography is an annotated listing of simulations to use in teaching American labor history. A number of the classroom strategies included in this topic are simulations which will give the teacher an opportunity to experiment with the class's ability to use this technique, before purchases of commercial material are made.

THE AMERICAN WORK ETHIC

Teacher Background

"Never put off till tomorrow what you can do today." Folk saying
"I never did anything worth doing by accident, nor did any of my inventions come by accident, they came by work." Thomas Aiva Edison

"You can't eat for eight hours a day nor drink for eight hours a day nor make love for eight hours a day—all you can do for eight hours is work. Which is the reason why man makes himself and everybody else so miserable and unhappy." William Faulkner

"The 'work ethic' holds that labor is good in itself; that a man or woman becomes a better person by virtue of the act of working. America's competitive spirit, the 'work ethic' of this people, is alive and well on Labor Day, 1971." Richard M. Nixon

Throughout human history the world's people have worked the land. Situations where many people work in nonagricultural pursuits have arisen only within the past two centuries.

Even today most of the world's population is engaged in agriculture. In most countries of Asia, Africa, and South America, 60 to 80 percent of the labor force is in agriculture. Most of the remainder are self-employed artisans and merchants. In the United States, on the other hand, less than 3 percent of the people are farmers.

What is even more remarkable than the rise of nonagricultural work is the transformation of the United States from a country in which most people were self-employed workers to employees. Today the vast majority of American workers are employees and the proportion is growing. Only about 10 percent of the work force of the United States is self-employed. Your teacher, postman, bus driver, bank teller, garbage man, and paper boy are employees. The people who built your car, bicycle, school bus, stove, desk, house, and school are employees. If you have a job after school you are probably an employee.

Let us turn back to the colonial period in what is now the United States. At that time, 90 percent of the people were self-employed farmers. They were quite self-sufficient. The farmers not only raised crops and livestock, but built their own houses and barns. They grew and prepared all of their food and made soap, candles, clothes, furniture, and tools. It was common for a farmer and his family to work from sunup to sundown. As long as the family's health and growing conditions were good, this independent way of life could be maintained. Often this was not the case. Diseases such as smallpox, diptheria, and cholera, which are controllable today, ravaged the colonists. Floods, pests, and droughts decimated crops and livestock.

Many of the early settlers were spiritual descendants of John Calvin. This 16th century reformer preached the glorification of God by action—sacrifice, labor, discipline. Thrift, sobriety and industriousness were considered prime virtues and proved useful ones as well in a society that was rapidly moveing toward a money economy and industrialization.

Max Weber, a German sociologist and economic historian, has argued that the doctrines of Protestantism and especially that of Calvinism shaped the economic behavior of people. Weber stressed that the Calvinist belief in the "calling" meant that whatever a Christian's occupation, he must do his best at that activity rather than withdraw from the secular world in a monastic fashion. The Calvinist doctrine of predestination, he also argued, had an economic impact. Basically predestination means that becasuse God is all-knowing and all-powerful, a person's destiny in heaven or hell is determined before his birth. Weber felt that this meant the average Calvinist would behave as though he were among the "elect" (saved) by regulating his conduct so as to be rid of the fear of damnation.

"In practice," Weber said, "this means God helps those who help themselves. Thus the Calvinist, as it is sometimes put, creates his own salvation...or the conviction of it...by a systematic self-control which at every moment stands before him...alternatives, chosen or damned."

Calvinism was interpreted by later disciples to mean that the elect would gain a sign of their salvation by their prosperity in this world.

Other scholars have offered other explanations for the economic attitude of the New England colonist. Some have seen in the child rearing patterns of Protestant homes an emphasis on early independence and self-reliance. Other theorists have argued that economic activity offered the only creative outlet for minorities who were cut off from the traditional outlets of politics and religion. Were the Puritans such a minority?

Despite this scholarly debate, there is widespread agreement that there existed in colonial New England a "Protestant Ethic." If the Protestant Ethic approved diligence and hard work, it certainly did not approve of extravagance or indulgence. Wealth was to be accumulated and put to good use. Calvinism promoted thrift through the abstinence of the enjoyment of the income won by hard work and so created new investment capital.

In place of the old ideals of social and economic stability, of knowing and keeping one's place, it brought respectability to the struggle to get ahead through hard work and material gain.

By the time of the American Revolution, about 20 percent of the population was comprised of black slaves. They were abducted in Africa, brought to America, and sold to masters for whom they worked for life. The black slaves had no rights at all. They were not considered to be people but property. Their children were also considered to be the property of the master.

In addition to the black slaves, there were the white indentured servants. About half the white immigrants who came to the colonies were indentured servants before they became free men. Unlike the slaves, white indentured servants came here at their own free will. Passage to the New World was expensive. Immigrants would agree to become servants for up to seven years in return for their passage from Europe to America. The servants gained their freedom after serving the period of bondage and received food, clothing, and tools, which enable them to get a start as a free persons.

The slaves and servants worked on farms, which were too large for a single family to operate. The loss of freedom and cruel masters often made their condition intolerable. Some resisted by running away. The practice of indenturing servants ended in 1831. Slavery was abolished in 1865.

In addition to the farmers, the slaves, and the servants, there was a small number of craftsmen—carpenters, bricklayers, printers, blacksmiths, and shoemakers. The craftsmen produced products, which required skills the farmers did not possess. They learned their trades by serving for some years as an apprentice under a master craftsman. Upon completion of apprenticeship, they worked as craftsmen. The apprenticeship system still exists in many occupations today.

If a craftsman was successful, he might become a master craftsman, own a shop, and employ other craftsmen and apprentices. The master craftsman was not an employer in the sense we know today. He and the craftsmen and apprentices worked together, doing the same type of work. There was little argument over wages, because wages were determined by the prices charged the customers. If the prices rose, the craftsmen automatically received wage increases. Most work was made to order. A person would visit a master shoemaker, for example, pick out the leather he wanted, discuss the available styles, and be measured for size.

Early in the 19th century, a new person entered the picture—the merchant capitalist. He would buy raw materials in large quantities and send it out to a shop to be produced. The merchant capitalist took no custom work and never met the final customer. Goods were produced in uniform shapes and sizes, and sold to retail stores, and in turn sold to the public. Eventually, the master craftsmen were driven out of business by the merchant capitalists, because goods were produced in large quantities and, therefore, were cheaper than custom made work.

In time the factory system was born. The factory system received its impetus from the discovery of labor saving machinery. The first was the spinning jenny, which allowed one worker to produce as much yarn or thread as 200 workers. Other inventions followed—the steam engine, sewing machine, cotton gin, mechanical harvester, railroad locomotive, the puddling and rolling iron process—and revolutionized the American way of life.

The first American factory, a textile mill, was established in Pawtucket, Rhode Island in 1791. In the 1830s the factory system began to grow. By 1860, 41 percent of the people were employed in nonagricultural jobs.

Laborsaving machines changed the nature of work. The shoemaker was a craftsman who cut and sewed leather by hand. When shoe factories were built with shoemaking machines, he became a semi-skilled worker and did only one portion of the shoemaking operation. In a shoe factory, some workers specialized in cutting the soles of the shoes, others spent the entire day cutting the tops of the shoes, and still others only sewed the tops to the soles.

Today, we use the term "pin money" to mean the money which a housewife has set aside from her household budget for incidentals. The term originated

prior to the factory system when a housewife expressly saved money to buy pins, which were an expensive item. A pinmaker would draw iron or steel into wire, cut the wire, sharpen one end and form a head on the other entirely by hand. In a pin factory, workers use machinery and are highly specialized. Just the time required to go from one machine to another makes it more efficient for each worker to specialize in one facet of the pin making operation than to do all the operations by himself. Some workers spend the entire day drawing steel into wire, others cut the pins, and so on. The reasons for the decline in the price of pins and other manufactured goods are machinery and specialization.

The large specialized organizations providing the goods and services we need have served as well in many respects. Food is man's most basic need. Large farms specializing in only a few commodities and using modern machinery and man-made fertilizers and pesticides have freed most of our population for the production of other goods and services. The American worker enjoys the highest material standard of living in the world, because he is the most productive in the world. He is the most productive, because he has the most machinery and is the most specialized.

But specialization and employment have also exacted a price. Specialization can result in monotony and employment may result in a loss of independence.

From one standpoint, the shift from self-employed farmer or artisan to employed wage earner liberates the individual. He is free to move about in search of work and to better himself economically. But, in other ways, it reduces his independence. The wage earner must find work in order to live, while the farmer can live from his own output. The details of an employee's work are closely regulated. Someone else specifies the times at which work is to be done, the materials and equipment to be used, the pace of work, and the expected quantity and quality of output. A self-employed person can determine these matters by himself.

The loss of independence does not characterize the nonsupervisory worker alone. Supervisors are also under higher authority. Even a company president is responsible to a board of directors. And a board of directors is responsible to stockholders. A large organization is bound together by an elaborate set of rules which specify the powers and responsibilities of everyone from the top to the bottom.

Specialization is not limited to the factory. Offices and fast food carryouts rely on it. Specialization increases output. However, workers often are bored. As a result, absenteeism may be high. Quality of the product or service may be poor.

Workers desire jobs which are interesting. A University of Michigan survey of 1,095 workers found that the desire for interesting jobs ranked first among their concerns.

A recent study of the U.S. Department of Labor found that the self-esteem of blue-collar workers is rapidly diminishing. Their interest in doing a good job for its own sake is vanishing. Attendance and attention are declining. Absenteeism is reaching new heights.

The Ford Motor Company reported that from 1957 to 1961, it averaged 2.6 percent of its production workers off on a given day. Each year since then the figure has risen. By 1968, it reached 5.8 percent. On Mondays and Fridays, the figure goes to 15 percent. Most of the workers with high absenteeism records are under age 35. They often take one or two days off every week.

The Chrysler Corporation has to hire 44,000 workers every year in order to maintain a stable work force of 100,000. The number of workers who quit each year is that high!

Among office workers, dissatisfaction runs high. A U.S. Department of Health Education and Welfare study found that the greatest degree of work dissatisfaction is among young, well educated workers in low-salaried, dull, routine, white-collar clerical jobs. The study went on to say that it appears as if too many people are overeducated for the jobs they hold.

Middle management men have always been regarded as not easily organized by labor unions. But, a survey by the American Management Association indicated that many workers would join unions. The survey found that 18 percent of middle managers would join a union immediately. Another 17 percent would consider union membership. Nearly half of the middle managers believe present labor laws should be changed to allow managers to organize unions. Three out of four middle managers say that their frustration is increasing. Working conditions and decreasing economic job security are the causes. Three out of five personnel executives and thirteen of twenty middle managers believe that middle managers are willing to organize into unions.

The Health, Education, and Welfare Department study found that people who are satisfied in their jobs live longer than those who aren't. Job dissatisfaction appears to be a cause of heart disease, ulcers, rheumatism, and mental illness. Dissatisfied workers often "escape" through alcohol, drugs, and suicide.

Is job dissatisfaction a recent development? Some observers believe that workers expect more from their jobs now than even 20 years ago. Better education and greater affluence are cited as major reasons. Others contend that workers have always been dissatisfied. The difference today is that workers can make enough money to live even though they have poor attendance records and work habits. Years ago, low pay prevented workers from taking time off and quitting one job after another.

A national poll in 1973 found that nearly 6 out of every 10 American workers would be very willing to work harder if they had more to say about the kind of work they do and how they do it. They also would work harder if they were not subject to constant supervision and could work more independently.

The first research in America on organization of work occurred in 1927 at a telephone assembly plant in the Midwest. The Hawthorne studies, as they are called, revealed that people tend to be more productive in jobs, when they are delegated responsibility. In the 1950s, significant

research on job satisfaction resumed. A number of new and somewhat startling ideas about the world of work emerged. For example, Douglas McGreggor characterized employers as believing that:

- workers tend to be lazy.
- employees do not like to work.
- employees must be either bribed or threatened in order to get them to work.
- the talent for making decisions and using imagination isn't very widespread among employees.

McGreggor didn't agree with these assumptions. He suggested:

- the average worker is not inherently lazy.
- employees will take to working as naturally as to playing.
- employees do not have to be bribed or threatened in order to make them work.
- the average worker is a creative decisionmaker whose talents are only being partially utilized by industry.

Ideas of these nature caused leaders of many business organizations to reassess their approach to managing workers. It has generally been found that when managers allow more decisions to be made at lower levels within their organizations by giving decisionmaking authority to foremen and even to unskilled and semi-skilled workers:

- employees accept the responsibility.
- employees enjoy their work more.
- workers produce more effectively.
- scrap, absenteeism, and tardiness are generally reduced.

The quality and quantity of work performed tends to increase:

- where the job is made more interesting, meaningful, and important.
- where the job presents a challenge to which the worker can commit himself.

An example of how a job may provide more satisfaction for the worker occurred at a telephone company located in the Midwest. The traditional method of putting together each year's telephone directory was to break the tasks down into small components. Some workers spent all of their time calling new customers. Others worked exclusively on typing the new directory. Another group did only proofreading. Employee quit rates and error rates were high. Job satisfaction was low. The work was changed by giving each worker complete responsibility for an entire section of the phone book. Each worker was required to contact new customers and make all additions to that section of the directory, type the listings, and check his/her own work for accuracy. Responsibility for the directory was clearly defined. If results were good, the worker brought it about. If something went wrong, it was clear who was to blame. Labor turnover and errors in the directory declined drastically. Job satisfaction increased.

At Banker's Trust Company, dissatisfied workers were allowed to redesign their own jobs. The results were to eliminate the function of a checker, add interest to their work, and save the company $200,000 a year.

At Corning Glass Company, when workers were allowed to check the quality of their own work, rejected products dropped from 23 percent to 1 percent.

At the Motorola Company, when workers were allowed to assemble entire radio receivers instead of doing only a small part of the operation, more workers were required. The extra cost was offset by higher productivity and lower inspection and repair costs.

Not all observers agree that changing the organization of work as in these examples is a solution to worker motivation problems. In many cases the cost of changing the type of machinery used or the location of machinery within existing offices and plants would be prohibitive.

Union spokesmen have suggested that even the most boring, grueling, menial jobs could be made more fulfilling, if management listened and acted upon the concerns and suggestings of workers. Paul Schrade of the United Auto Workers predicts "Worker democracy and participation could well become bargaining issues for unions in the years to come, especially if union leaders properly respond to the needs of rank and file workers." Business expert Peter Drucker advises businessmen to build organizations "in which every man sees himself as a manager and accepts for himself the full burden of what is basically management responsibility."

In 1973, a Kaiser Company steel mill in Fontana, California was scheduled to be closed. The union asked the company to keep the plant open and listen to workers' suggestions on how to better organize the work. The company agreed. Plant productivity increased by 30 percent.

In Washington, D.C., International Group Plans, an insurance company, has turned over 50 percent of its company stock to employees. Workers democratically elect management. They also schedule their own vacations and set their own dress codes.

In the Pacific Northwest, a number of plywood companies owned and run by employees have successfully competed with more traditional firms.

There are also European examples. In England, a profitable chemical firm is run democratically by its employees. In Yugoslavia, all large and middle-size firms are run by the workers who elect a council that hires managers and sets basic policy for the company.

In West Germany, workers are guaranteed the right to be represented on all company supervisory boards by law. The European Common Market Commission has proposed that all companies in the nine nation market accept as a model the German system of workers' voice in management. The Netherlands has long used this, and in 1972 Norway adopted a law very close to the German model.

At issue is whether in this era of unprecedented material prosperity, we can make the work, which has made that prosperity a reality, fulfilling in itself. What do you think?

WORKING

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Questions for Discussion

- Why does your teacher specialize in teaching only a few subjects rather than teaching all of the subjects in the curriculum?
- Do self-employed people tend to have different values than employees?
- Would you rather be self-employed or an employee? Why?
- How has the Age of Employment shaped American institutions other than the world of work, such as the family and the schools?
- Compare and contrast the life of a self-employed farmer with that of an employee residing in an urban area. What are the advantages and disadvantages of each?
- Today, many people are taking up pottery, weaving, leather, and wood working as hobbies. Some even earn their livelihoods from these ancient crafts. These goods can be produced cheaper by factories. What do you think motivates people to earn their livings by practicing these crafts? Why do people buy these handmade goods?
- What has been the effect of the age of employment on the environment?
- Can all types of work be made fulfilling? What types of work cannot be made fulfilling?
- Would workers be more satisfied if they had a larger voice in the management of businesses? Do you see any problems in the system implemented in some European countries where workers own and/or manage businesses? Do these potential problems outweigh the advantages?

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*New York Times, June 10, 1973.
†Ibid.

- In the largely self-sufficient society of colonial times, the individual worker could often see and sample the fruits of his labor immediately. On farms and plantations, in workshops and trading centers, working may have meant something more than merely "having a job." Maybe it was then that the phrase, "the work ethic," was born. But what's "ethical" about work? In colonial days it was believed to be good in itself, a religious duty. The hardship of work was seen as a test of character, the routine as a source of discipline, the activity as a means of fulfillment, and success as a proof of moral worth. Do we still look at that way? Or as a necessary evil? In those days there were craftsmen carving their own furniture and farmers tilling their own fields (not to mention slaves tilling fields and carving furniture for others). Now, although none are slaves, fewer and fewer Americans still work for themselves; more and more of us work in offices or factories, and in large organizations. Has the remoteness of the worker from the end product of his labor robbed that labor of some of its meaning? Or do we seek different rewards from the ones that workers sought 200 years ago? Has the tenure and status of our jobs become more important than the opportunities they give us for freedom and productivity? Does the work ethic still prevail among us?
- What would the impact of the "Protestant Ethic" be on a society?
- Is there such an "ethic" in the United States?
- Why are many young critics of our society rejecting what they call the "Protestant Ethic"?
- Names like Smith, Miller, and Cooper are derived from occupations. Often these occupations were followed by generation after generation within families. To what extent can a person be identified with his occupation today? Do people want to be identified with their work today?

CLASSROOM EXERCISE

EARLY LABOR IMPORTS

Objectives

- The student will assess the nature of indentured servitude by reading and interpreting an original indenture certificate.
- The student will defend his opinions by citing factual evidence on indentured servitude.
- The student and teacher will examine their ability to carry on rational discussion by reviewing and evaluating an audio tape of their discussion.

Materials

- "Modern English Version of an Indenture Certificate."
- Tape recorder

Strategy

Show the "Indentured Certificate." Pass out the modern English translation of this document and have students read it in class. Open the class up for discussion. Be sure to cover the facts, definitions, legal questions, and moral-value questions raised by the reading. It is suggested that the teacher tape record the class discussion and set up an evaluation panel to review the discussion to see if all important issues were covered.

SAMPLE TEACHER QUESTIONS

Fact Questions

- What did Rice Thomas receive in exchange for signing this contract?
- How many years of his life did Rice commit himself for?

Definitional Questions

- What is slavery?
- What is servitude?

Legal Questions

- Does it appear that this document would be legally binding on Rice Thomas?
- Would this document be legally binding today? Why? Why not?

Moral-Value Questions

- Is it morally right for a person to "own" the services of another even if it is only for a stipulated number of years?
- Does a person have the right to sell himself?

Evaluation

- Did students participate in discussion?
- Were students able to cite evidence to support their opinions?
- Did the discussion follow a logical progression as indicated by a review of the audio tape?

MODERN ENGLISH VERSION OF AN INDENTURE CERTIFICATE

Witness, that Rice Thomas has bound himself as an apprentice and servant to Joseph Langdon. To serve him, or those designated by him in the plantation of Pennsylvania beyond the seas, for the space of six years beginning when the servant arrives at the plantation: and promises to serve his master or those he

designates in the plantation for and during the term, according to the laws and customs of the plantation: and further declares and pledges that at the time of entering this contract is sixteen years of age, single, and is not contracted to any other person or persons. The master for himself, his executors, and legal designess, In Consideration does pledge, promise, and agree to, with convenient speed, transport or have the servant transported to the plantation, and from now on, during the voyage, the term of service, and at the end of service provide all necessary clothes, meat, drink, lodging, and other necessities according to the usual customs of the plantation.

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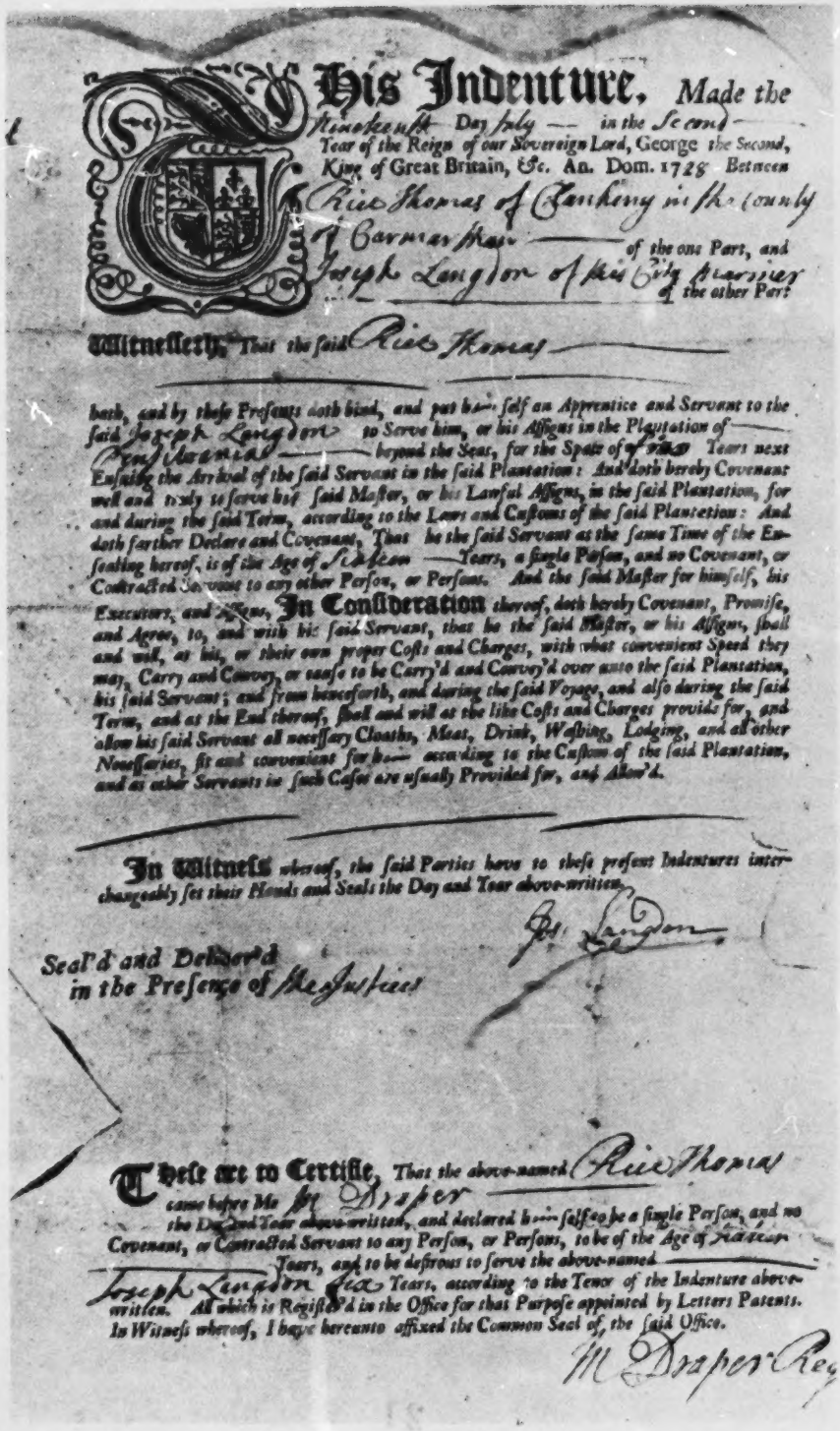

THis Indenture, Made the Nineteenth Day July — in the Second Year of the Reign of our Sovereign Lord, George the Second, King of Great Britain, &c. An. Dom. 1728 Between Rice Thomas of Cardigan in the County of Carmarthen ——— of the one Part, and Joseph Langdon of this City Mariner of the other Part

Witnesseth, That the said Rice Thomas ———

doth, and by these Presents doth bind, and put him-self an Apprentice and Servant to the said Joseph Langdon to Serve him, or his Assigns in the Plantation of New Hampshire ——— beyond the Seas, for the Space of four Years next Ensuing the Arrival of the said Servant in the said Plantation: And doth hereby Covenant well and truly to serve his said Master, or his Lawful Assigns, in the said Plantation, for and during the said Term, according to the Laws and Customs of the said Plantation: And doth further Declare and Covenant, That he the said Servant at the same Time of the Ensealing hereof, is of the Age of Nineteen Years, a single Person, and no Covenant, or Contracted Servant to any other Person, or Persons. And the said Master for himself, his Executors, and Assigns, In Consideration thereof, doth hereby Covenant, Promise, and Agree, to, and with his said Servant, that he the said Master, or his Assigns, shall and will, at his, or their own proper Costs and Charges, with what convenient Speed they may, Carry and Convey, or cause to be Carry'd and Convey'd over unto the said Plantation, his said Servant; and from henceforth, and during the said Voyage, and also during the said Term, and at the End thereof, shall and will at the like Costs and Charges provide for, and allow his said Servant all necessary Cloaths, Meat, Drink, Washing, Lodging, and all other Necessaries, fit and convenient for him according to the Custom of the said Plantation, and as other Servants in such Case are usually Provided for, and Allow'd.

In Witness whereof, the said Parties have to these present Indentures interchangeably set their Hands and Seals the Day and Year above-written.

Jos Langdon

Seal'd and Delivered in the Presence of Ma Justices

These are to Certifie, That the above-named Rice Thomas came before Me Jer Draper the Day and Year above-written, and declared him-self to be a single Person, and no Covenant, or Contracted Servant to any Person, or Persons, to be of the Age of Nineteen Years, and to be desirous to serve the above-named Joseph Langdon four Years, according to the Tenor of the Indenture above-written. All which is Registred in the Office for that Purpose appointed by Letters Patents. In Witness whereof, I have hereunto affixed the Common Seal of the said Office.

M Draper Reg

(Hingham Massachusetts Historical Society.)

CLASSROOM EXERCISE

TREATMENT OF LABORERS AND INDENTURED SERVANTS IN EARLY AMERICA

Objectives

- The student will formulate analytical questions concerning the motivation of people who sold themselves into bondage, how they were treated and the voluntary and involuntary nature of bonded servitude.
- The student will develop these analytical questions into hypotheses.
- The student will test the hypotheses using information presented during the lecture.

Materials

- "Announcement by Thomas Hodge" and "Reward Notices."
- "Recruiting and Retention of Bondage Servants."
- Tape recorder.

Strategy

Phase 1

Pass out "Announcement by Thomas Hodge and Reward Notices."

Allow students to hypothesize on questions such as: Why would skilled people sell themselves into bondage? Do you think all the servants volunteered for service in the New World? How do you think bonded servants were treated as compared to slaves? Record the hypotheses on the blackboard.

Phase 2

Distribute "Recruiting and Retention of Bondage Servants." After the class has read the handout return to the hypotheses generated during Phase 1. Allow students to reformulate the hypotheses of Phase 1 or generate new hypotheses based on the evidence of Phase 2. Record the hypotheses and retain them for use in the next class session.

Evaluation

- Did the majority of the class actively participate in class discussion? Did students cite evidence to support their opinions? Was the class able to formulate hypotheses on the nature of bonded servitude and slavery?

TREATMENT OF LABORERS AND INDENTURED IN COLONIAL AMERICA. . .(continued)

Distribute "Liberties of Servants" and "Liberties of Foreigners and Strangers" from Massachusetts Body of Liberties. Place the hypotheses from the previous day on the board or overhead projector.

Break the class into groups of four. Each member of a discussion group assumes roles that change in each of four phases. Use the role rotation grid below.

	Module 1	2	3	4
Member A	DL	D	D	R/O
B	D	DL	R/O	D
C	D	R/O	DL	D
D	R/O	D		DL

DL = Discussion Leader

D = Discussant

R/O = Recorder/Observer

The Discussion Leader is required to move the discussion along. He must ask probing questions, allow time for reflection and determine when the team has exhausted the possibilities of each module. The Discussion Leader must not force his ideas on the group. Discussants are required to actively participate in each module of the exercise. They must verbalize their ideas. The Recorder/Observer is required to provide to the group a record of their performance during each module. He observes and reports on how well the Discussion Leader moved the group along, whether probing questions were asked and whether adequate time for reflection was given to the discussants. Discussants are evaluated on the basis of their input into the discussion group. Did they give ideas freely? Were they able to defend their ideas with rational thought and sane, sound evidence?

Phase 1

Phase 1 begins with the groups reviewing the hypotheses generated by the class during the two preceeding class sessions in the light of the latest reading from the Massachusetts Body of Liberties. Hypotheses should now narrow down and center on the relationships existing in colonial America between society and the skilled bond servant and society and the skilled free craftsman. One of the goals of the group should be to get rid of many overlapping and irrelevant hypotheses as possible. Another goal is to formulate further hypotheses based on the new idea.

Phase 2

In Phase 2 the groups attempt to narrow down their hypotheses on the relationships in colonial society between the employer on the one hand and the skilled bond servant and skilled free draftsman

on the other. Groups should limit themselves to producing one or two general hypotheses.

Phase 3

During Phase 3 the several groups should devise and explain the process they would go through to validate their hypotheses. Where would they go to find evidence? What kinds of materials and documents would they have to look at? How would they go about assembling and recording information? The teacher should explain that the class is not expected to carry out the validation but rather detail what they would do to gather support for their hypotheses.

A ground rule must be observed during this phase. No participant may speak until he has first summarized what the prior speaker has said. When the preceeding speaker is satisfied that the gist of the statement has been given he signals (verbally or non-verbally) that the speaker may now give his own ideas.

Phase 4

Discussants and the discussion leader are required to speculate on what trends might have taken place in the labor movement in post-colonial times. Students might work with such questions as: What effect would making the bonded servant system illegal have on the free labor market? How might craftsmen have protected themselves against exploitation? What effect might the industrial revolution and mechanization have on the labor market?

At the conclusion of Phase 4 groups share their findings with the entire class. The teacher and the class should consolidate the findings of each phase and record them for future use.

LIBERTIES OF SERVANTS

If any servants shall flee from the tryanny and cruelty of their masters to the house of any freeman of the same town, they shall be there protected and sustained till due order be taken for their relief. Provided due notice thereof be speedily given to their masters from whom they fled. And the next assistant or constable where the party flying is harbored.

No servant shall be put off above a year to any other neither in the lifetime of their master nor after their death by their executors or administrators unless it be by consent of authority assembled in some court or two assistants.

If any man smite out the eye or tooth of his manservant, or maidservant, or otherwise maim or much disfigure him, unless

(Massachusetts Body of Liberties.)

it may be by mere casualty, he shall let them go free from his service, and shall have such further recompense as the court shall allow him.

Servants that have served diligently and faithfully to the benefit of their masters seven years shall not be sent away empty. And if any have been unfaithful, negligent, or unprofitable in their service, notwithstanding the good usage of their masters, they shall not be dismissed till they have made satisfaction according to the judgment of authority.

LIBERTIES OF FOREIGNERS AND STRANGERS

If any people of other nations professing the true Christian religion shall flee to us from the tyranny or oppression of their persecutors, or from famine, wars, or the like necessary and compulsory cause, they shall be entertained and succored amongst us, according to that power and prudence God shall give us.

If any ships or other vessels, be it friend or enemy, shall suffer shipwreck upon our coast, there shall be no violence or wrong offered to their persons or goods. But their persons shall be harbored, and relieved, and their goods preserved in safety till authority may be certified thereof, and shall take further order therein.

There shall never be any bond slavery, villeinage, or captivity amongst us unless it be lawful captives taken in just wars, and such strangers as willingly sell themselves or are sold to us. And these shall have all the liberties and Christian usages which the law of God established in Israel concerning such persons doth morally require. This exempts none from servitude who shall be judged thereto by authority.

(Massachusetts Body of Liberties.)

CLASSROOM EXERCISE

WORKING CONDITIONS IN TEXTILE MILLS

Objectives

- Given the comments of Michael Chevalier the student will assess the credibility and comprehensiveness of that view of factory life in Lowell, Massachusetts.
- Using Chevalier's comments, the student will speculate on the life style of female factory workers in Lowell and share his insights with the class.

- After listening to and reading the "Song of the Shirt" the student will compare Chevalier's perceptions of textile factory work in Lowell, Massachusetts, with conditions of employment in England.

Materials

- "Comments of Michael Chevalier," "The Song of the Shirt."

Strategy

Phase 1

Pass out "Comments of Michael Chevalier" and caution students to read it carefully and prepare to compare it with the views of another nineteenth century observer in Great Britain.

Sample Discussion Questions

- What advantages did the factory girls in Lowell have over their counterparts in Europe?
- According to Chevalier's observations the factory girls in Lowell were well dressed, lodgings were adequate or better, and comparatively well paid. What part of the factory girls' life doesn't Chevalier comment on? (The actual work and assignment of tasks in the factory)
- How interesting was life in a textile factory likely to be? Were the factory girls likely to have been assigned a number of tasks or to a specialized job?

Phase 2

Hand out the words to the poem "Song of the Shirt." Students are to follow silently while the teacher reads the poem. When the poem is completed solicit student reactions to the poem.

Sample Discussion Questions

- What is the first thing that you notice about the pattern of "Song of the Shirt?" (Repetition and tedium.)
- What comments would Chevalier have on "Song of the Shirt?"
- What is the meaning in stanza four, lines seven and eight, of "Sewing at once, with a double thread, a shroud as well as a a shirt?"
- What does the phrase "and what are its wages? A bed of straw, A crust of bread--and rags" indicate about the shirt industry in which the woman worked?
- "O God! that bread should be so dear, and flesh and blood so cheap" amounts to a condemnation of the society. What part of the social system is the speaker examining and/or condemning? (The basic value system)
- Can any contemporary industrial or agricultural jobs be compared to the sewing in "Song of the Shirt" in terms of tedium and low pay?

of houses within its own limits, to be used exclusively as boarding-houses for them. Here they are under the care of the mistress of the house, who is paid by the company at the rate of one dollar and a quarter a week for each boarder, that sum being stopped out of the weekly wages of the girls. These housekeepers, who are generally widows, are each responsible for the conduct of her boarders, and they are themselves subject to the control and supervision of the company, in the management of their little communities. Each company has its rules and regulations, which are not merely paper-laws, but which are carried into execution with all that spirit of vigilant perseverance that characterizes the Yankee....

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CLASSROOM EXERCISE

WORKING CONDITIONS IN TEXTILE MILLS...(continued)

Materials

. "Rules and Regulations in the Factory of Amasa Whitney" and "Time Tables of the Holyoke Mills," and "A Contemporary Historian's Description of factory towns and the textile mill worker of the 1850s."

Strategy

Allow students time to read the "Rules and Regulations in the Factory of Amasa Whitney" and the "Time Tables of the Holyoke Mills and McMaster's commentaries." Before moving along with the exercise work with the class to determine the facts relevant to the working day and restrictions on the life of the working man. It is recommended that the Amasa Whitney schedule be used because of its detail and that June be specified the time of the year.

Phase 1

. What time did the working day begin? What time did it end?
. What time would you guess the worker had to get up in the morning if it took him fifteen minutes (to arise and dress) and fifteen minutes to reach the factory?
. How many hours a day was the worker in the factory?
. If the worker managed to sleep seven and a half hours a day during the week, how much leisure time would he have every day?
. How long was the working week?
. Multiply the average hours per day worked by the number of days in the average work week. How many hours a week was the textile worker required to work?
. How often did the textile worker get to eat with his family during the month of June, as an example?

Phase 2

During the second phase students use the facts gained from reading the handouts to design their own activities.

Typical Activities

. Individual students write one or two days in the diary of a textile mill worker.
. The textile mill worker can be interviewed by radio-television newscasters and the results of the interviews played to the class.
. Students can write newspaper exposes of the working conditions in the mill.
. A group of students can add another panel to the mural begun on day 5.
. A hearing can be held in which the worker presents his grievances and the mill owner counters with his own reasons for the mill's regulations.

"TIMETABLES OF THE HOLYOKE MILLS" AND McMASTER'S DESCRIPTION OF FACTORY TOWNS AND THE TEXTILE MILL WORKER OF THE 1850's"

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CLASSROOM EXERCISE

UPWARD MOBILITY—THE HORATIO ALGER IDEA

Objectives

- Given reproductions of Horatio Alger book covers, James Barnes' comments and an extract from "Acre of Diamonds," the student will use the data from preceeding postholes to critique the late eighteenth century concept of upward mobility.
- The student will demonstrate mastery of the concept of upward mobility and create a short story using social studies material.

Materials

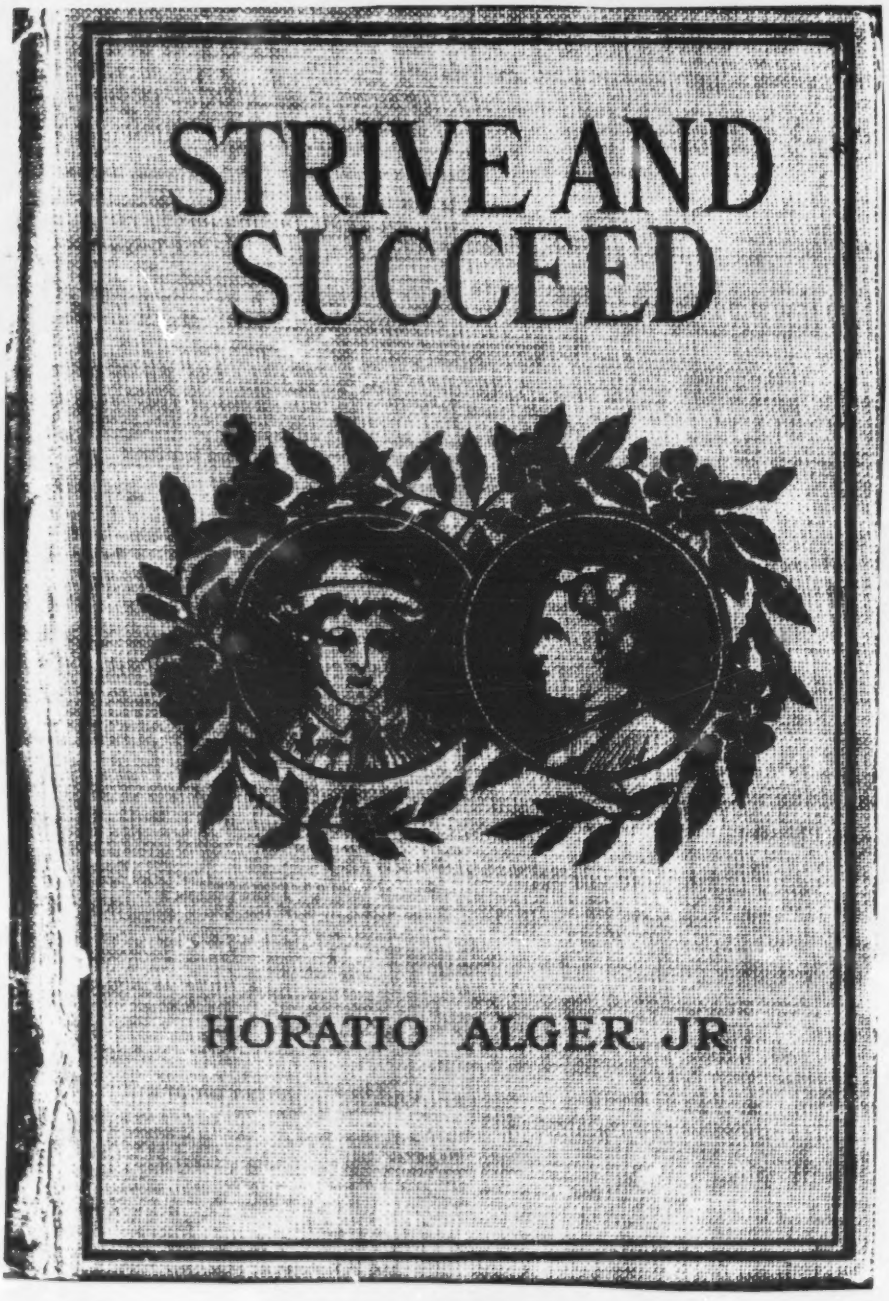
- Pictures of the covers of Strive and Succeed, Dan, The Newsboy, and Ragged Dick, and the excerpt from "Acres of Diamonds."

Strategy

Discuss the Horatio Alger formula myth, that is, that any American could pull himself out of the working class by sheer will power. Read this quote by James Barnes commenting on the notion that there was no such thing as a "working class."

> Wage earners were merely individuals who were temporarily employed by others until they had set themselves up in businesses of their own. The belief that every deserving man had it within his power to become a property owner was universal; failure to do so was conclusive evidence of a lack of initiative. Hardships and problems were for the worthy only stepping-stones on the road to greatness. The laborer himself was first to deny that he was born to toil and die in poverty amid the whirling spindles and grinding wheels of the factories.
>
> There was some truth in this fiction that grew up in the early years of the nation. Before 1860--and even long afterward--the wage earner often labored alongside of the man for whom he worked, sharing in his economic troubles and sometimes falling heir to the establishment through marriage with the owner's daughter. Regardless of how seldom it occurred, acceptance of this happy ending as a social possibility was of immense importance.

Pass out the brief extract from Russell H. Conwell's speech, "Acres of Diamonds."


STRIVE AND
SUCCEED
HORATIO ALGER JR

DAN, THE NEWSBOY.

DAN,

THE NEWSBOY.

By HORATIO ALGER, JR.,

Author of "The Train Boy," "The Errand Boy," "Tony the Hero," "Tom Temple's Career," etc., etc.

NEW YORK:
A. L. BURT, PUBLISHER.

RAGGED DICK SERIES
BY
HORATIO ALGER JR.

RAGGED DICK.

33

Sample Questions-

- Under this philosophy why are people poor?
- What are the basic ideas contained in this extract? Do you agree or disagree with these ideas? Explain your position and cite evidence.
- Is it possible for all hard-working, honest Americans to become rich?

Show the pictures of the Alger book and leave them posted in the event that students want to see them again. Have students write a short story based on the quote from Barnes, the extract from the "Acres of Diamonds" speech, and the three book covers.

YOU HAVE NO RIGHT TO BE POOR

You have no right to be poor. It is your duty to be rich. You ought to make money. Money is power. Think how much good you could do if you had money now. Money is power, and it ought to be in the hands of good men... . You should be a righteous man. If you were, you would be rich.

(Russell H. Conwell, from his speech, "Acres of Diamonds.")

CLASSROOM EXERCISE

ANDREW CARNEGIE: THE TWO SIDES OF THE MAN

Objectives

- The student will interpret the cartoon "The Two Sides of Andrew Carnegie" and relate this interpretation to the musings of Carnegie on money and character.
- The student will create a role playing situation or scenario illustrating the dual character of Carnegie and translate the role playing/scenario into classroom action.

Materials

- Picture 1, "The Two Sides of Andrew Carnegie"; "Carnegie's Mutterings During the Civil War"; "Carnegie's Musings Following the Civil War"; picture 2 "Cablegram: Carnegie to Harrison"; pictures 1-6 "The Battle of Homestead"; "Frick's Message to Carnegie"; "Carnegie's Reply to Frick." (Note: All prose selections are on p. 41.)

Strategy

This exercise introduces students to a complex man and, hopefully, encourages them to do durther research on the character, management practices, philanthropy, and value conflicts of the man. Begin the exercise by showing the cartoon "The Two Sides of Andrew Carnegie."

Ask students to interpret the cartoon. What is the left side of Carnegie doing? The right side? How did the cartoonist choose to portray the darker side of Carnegie? What is the better side of Carnegie doing?

Display the words that Carnegie was heard repeatedly mumbling to himself during the Civil War when he was 29. (See page 41.) Which side of Carnegie does this best typify? Display his musings immediately following the Civil War. (See page 41.) Which side of Carnegie is talking? Is Carnegie exhibiting any value conflicts? What are they?

Over the next 27 years, Carnegie on one hand gave away a large part of his fortune to charity and on the other made his employees work 12 hours a day or longer, allowed them to take only Christmas and the 4th of July as holidays, and maintained mills that lacked safety equipment, where there were continuous dangerous speed-ups in production. How would Andrew Carnegie have justified his behavior? How might his workers have viewed him?

Allow students to role play and interpret parts of Carnegie and a typical worker. The teacher might find it useful to conduct the role playing with the materials of the exercise, then allow students to research their roles and again go through role playing. Students could also research and write a scenario of an ex-Carnegie employee in a confrontation with Carnegie or, say, Carnegie being questioned by Saint Peter.

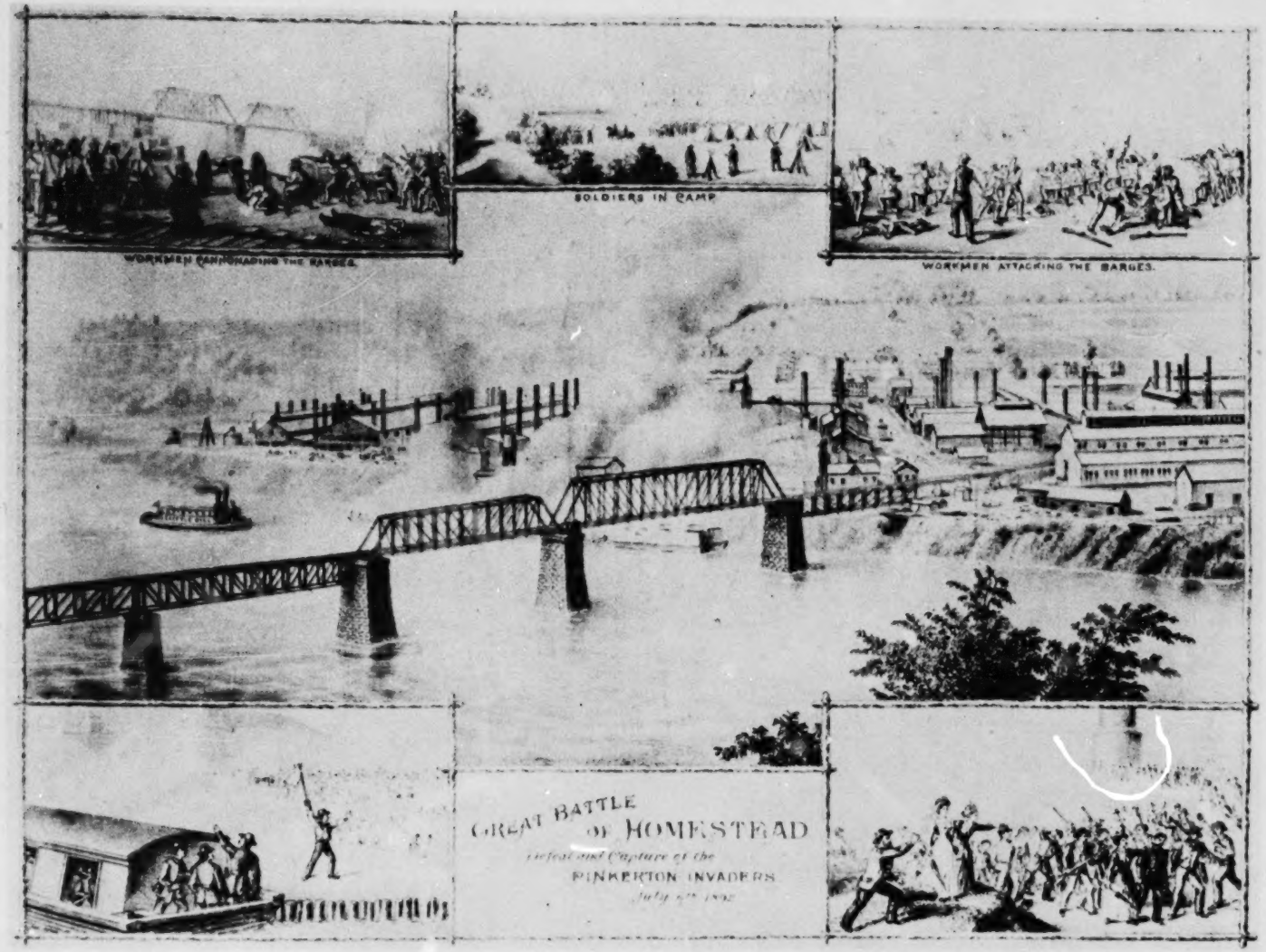
In 1892, the Amalgamated Association of Iron, Steel and Tin Workers, an A.F.L. affiliate, resisted wage cuts at the Homestead Plant, alleging that Carnegie's ruthless business practices had made him rich at the same time that wages were driven down.

Carnegie's general manager locked the workers out, deputized company guards, and ran a high, barbed wire fence 3 miles long around the factory. Frick brought in Pinkerton agents on July 6, 1892. The locked-out workers attacked the barges carrying the Pinkertons with cannons and later floated burning oil on the water of Monongahela River and finally captured the 300 strikebreakers.

On July 12, 8,000 National Guardsmen entered Homestead and martial law was declared. As a result, nearly 4,000 men lost their jobs and the union was destroyed.

Show the following pictures:
- Picture 1 - The Great Battle of Homestead
- Pictures 2 and 3 - Strikebreakers at Homestead
- Picture 4 - The Burning Barges
- Picture 5 - The Mob Assailing the Pinkerton Men
- Picture 6 - The Pinkerton Men Leaving the Barges

Follow this by displaying or distributing:
- Picture 7 - Poster displaying Carnegie's message to Benjamin Harrison
- Frick's Message to Carnegie
- Reply of Carnegie to Frick



Picture 1 - The Great Battle of Homestead - Library of Congress

Removed by ERIC due to copyright law.

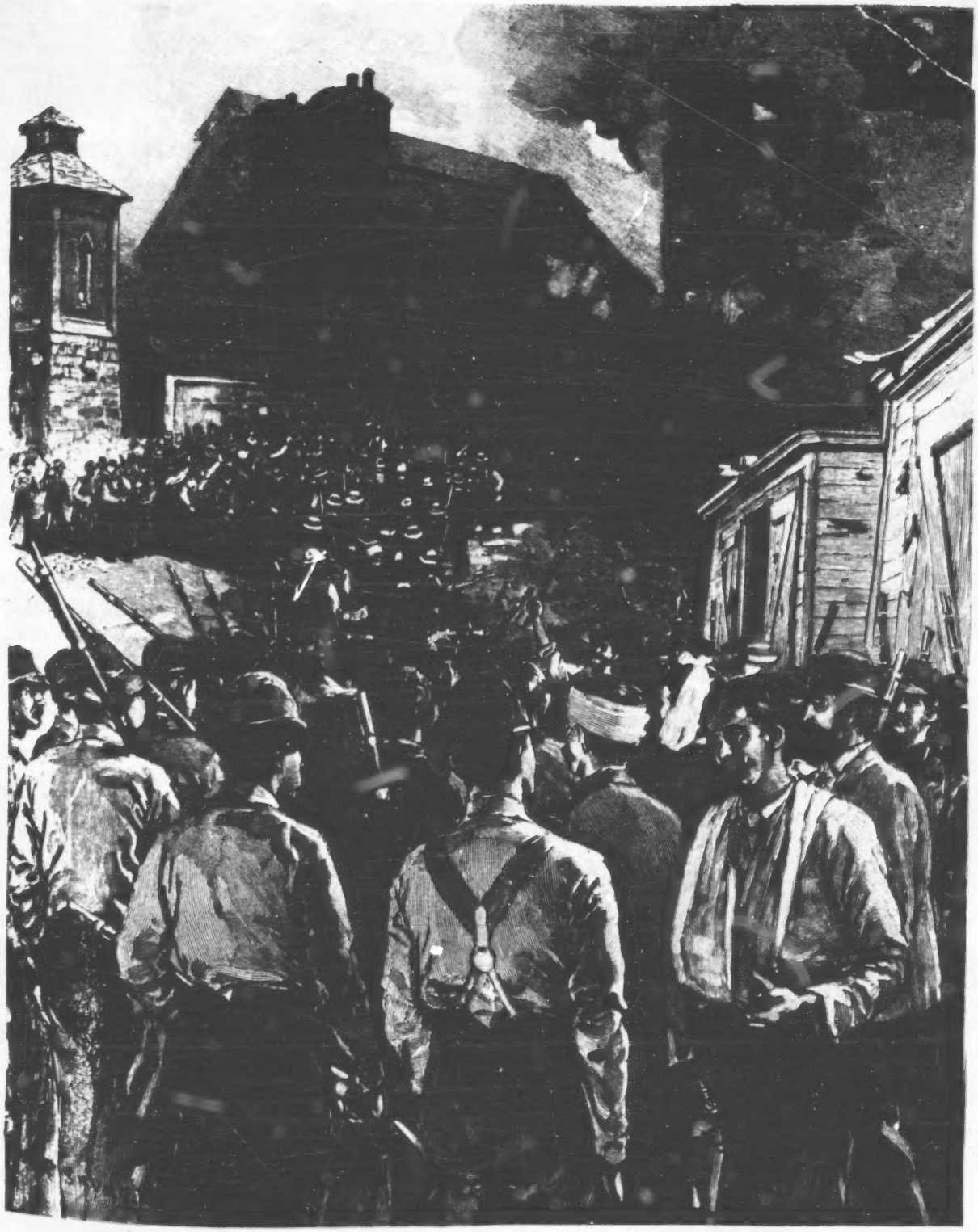
Pictures 2 and 3 - Strikebreakers at Homestead - Public Affairs Press - American Labor: A Pictorial Social History, by M. B. Schnapper. Reprinted by permission.

THE BURNING BARGES.—From a Photograph by Darrin, Pittsburg.
THE HOMESTEAD RIOT.—[See Page 678.]

Picture 4 - The Burning Barges - Harper's Weekly, July 16, 1892.

THE MOB ASSAILING THE PINKERTON MEN ON THEIR WAY TO THE TEMPORARY PRISON.—Drawn by Charles Mente after a Photograph by Davis, Pittsburg.

Picture 5 - The Mob Assailing the Pinkerton Men - Harper's Weekly, July 16, 1892.



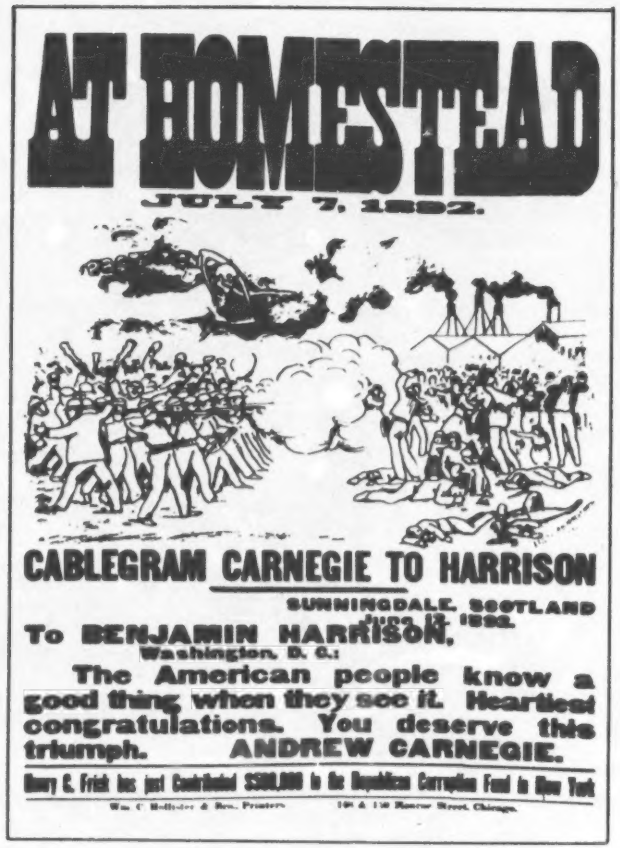
THE HOMESTEAD RIOT.—Drawn by W. P. Snyder after a Photograph by Dabbs, Pittsburg.—[See Page 678.]

THE PINKERTON MEN LEAVING THE BARGES AFTER THE SURRENDER.

The Dual Carnegie, a critical cartoon of the era.

42

Crown Publishers, Inc. A Pictorial History of American Labor by William Cahn.


AT HOMESTEAD
JULY 7, 1892.
CABLEGRAM CARNEGIE TO HARRISON
SUNNINGDALE, SCOTLAND
To BENJAMIN HARRISON,
Washington, D. C.:
The American people know a good thing when they see it. Heartiest congratulations. You deserve this triumph. ANDREW CARNEGIE.

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Picture 7 - Wisconsin State Historical Society

speculate on Carnegie as a complex individual. Which side of his character was Carnegie revealing during the Homestead Strike? Had Carnegie after 27 years been degraded "beyond hope of permanent recovery?"

Throughout the exercise, the emphasis should be placed on interpreting the dual character of Carnegie—Carnegie as industrialist—Carnegie as philanthropist. Student research involvement in role playing, and student production of scenarios dealing with Carnegie should be promoted.

Materials

"Oh, I'm Rich! I'm Rich" —Andrew Carnegie muttering repeatedly to himself during the Civil War, aged 29.

"To continue much longer with most of my thoughts upon the way to make more money in the shortest time must degrade me beyond hope of permanent recovery." —Andrew Carnegie immediately following the Civil War, age 32.

"Our victory is now complete and most gratifying. Do not think we will ever have serious labor trouble again. We had to teach our employees a lesson and we have taught them one they will never forget." —Message from Henry Clay Frick to Andrew Carnegie following the Homestead Strike of 1892.

"Life worth living again...congratulate all around." —Reply of Andrew Carnegie to Henry Clay Frick.

CLASSROOM EXERCISE

THE WORKER'S VIEW OF THE WORLD OF WORK

Objectives

- The student will, through role playing, identify with the role of workers during one of four critical periods in the 20th century.
- The student will consider the attitudes of the four "Joes," discuss their views of the value of work and evaluate them within the context of their historical period.
- The student will evaluate the validity of the term "generation gap" in relation to the four "Joes" and formulate an opinion on his own relationship to the "world of work."
- The student will analyze the similarities and differences, if sex roles are reversed in this exercise.

Strategy

Have 4 students perform the role playing scenario "The Worker's View of the World of Work."

The instructor should encourage students participating in the role-playing session to interact and examine "Why do you feel as you do?"

The instructor should initiate discussion based upon the questions at the end of the skit.

Have students rewrite these scenarios, substituting "Maria" for "Joe" in each case. Give careful attention to the expectations of the 4th generation woman, as well as acknowledging women's role in manufacturing in the earlier generations.

Materials

- Four "5 X 8" index cards for use as tent cards.
- Four scripts of "The Worker's View of the World of Work"

Evaluation

- Were students able to assume and identify with the assigned roles?
- Could students generalize on the stance of each of the 4 "Joes" and comment on the validity of their views in the historical periods?
- The term "generation gap" evokes student emotions—could students move past the emotional connotations and assess the validity of the term?
- Were students able to discuss the notion of fulfilling work and correlate this with the idea of a "humanized work environment"?

The Setting

The teacher will set the classroom with a table at the head and 4 chairs set behind the table. One student will be asked to come to the front of the room-stage right chair. A tent card will be placed in front of the student which will read "Joe Worker 1910." The successive chairs will be filled by successive students whose tent cards (produced only upon their arrival on the scene) will read respectively "Joe Worker, Jr. 1935," "Joe Worker, III 1955," and "Joe Worker, IV 1975." Each Joe Worker when he comes to the front of the room will be asked to read a script as follows:

Joe Worker, Sr. Script:

I am Joe Worker and I am 30 years old. The year is 1910. I work in a factory which makes automobile parts here in the United States.

My expectations from work are not very high. I never thought about whether I like my job or not. This is because

my world is absolutely complete and wonderful. You see, I just came from the Old Country 4 years ago. Ever since I can remember, I wanted to leave the Old Country and get to America, the land of opportunity. I have been hoping and praying to be able to get to America for years and years. In the Old Country where I was, I didn't even get paid enough to get food so that my family and I could eat and survive. You will never know how wonderful it is to be here in America. My work is not bad. If you just work as fast as you can, the bosses usually leave you alone. I get money and have a fantastic life here in America. I could ask for nothing more.

Joe Worker,-Jr. Script:

I am Joe Worker, Jr. and I am 30 years old. The year is 1935. I would like to have worked like my father did, but it is the depression and I have not worked at a good job in about 6 years. It is very difficult not having work and you feel shame that you cannot support your family. You have to go in bread lines and sometimes have to get food from friends and neighbors. It is a terrible time we have. I would do anything to reverse it and be able to work someplace, just anyplace, doing anything, anything at all. Then I could hold my head high and have some self-respect. I could provide for my family on my own. I so hope this depression will be over so that I can get work again and become a man.

Joe Worker, III Script:

I am only 20 years old. The year is 1955. I have had a job for two years and things are going pretty good. You see, I can remember during the great World War II when my father Joe Jr. was off in the service. We didn't know if we were going to make it. Eventually when the war was won, my father came home and was able to go back to the factory. We found that there was a demand for all kinds of things like refrigerators and automobiles that hadn't been built from the beginning of the depression to the end of World War II in 1945. I got myself a job when I was just 18 years old and I'm making lots of money. I've bought myself a car. My father never had a car this young. Now they're talking about new kinds of gadgets and I'm going to have me some of those too. Working in the same factory where my father and grandfather before me had worked isn't all that bad. Again, the money's terrific. If you keep your nose clean, they usually leave you alone. I'm going to have myself my own little nest egg pretty soon so that I can get married. It's not bad at all having the kind of job I have. The union does a fantastic job for us. We keep piling up the increases and our money goes into the bank. Things could be a lot worse.

Joe Worker, IV Script:

I'm Joe, IV. The year is 1975. I'm 20 years old and unlike my grandfather, my father or my great grandfather, I have no interest at all in working in a factory where you do repetitive type things that I think they could probably train an ape to do. The only world I've known is one where we have a good house to live in. I have never had to go without food. I've always had enough spending money from my family. I just don't buy this nonsense they feed you about work being important and your having to work to earn a living, particularly the kind of work I've seen and that my father and his father had to put up with.

I can tell you this, I'm not about to put up with it and I have no plans to put up with it. On the other hand, I want the bread. I'm in a bind: I don't like. I won't do that crap job but I want the goodies.

I think there's a lot more to life than doing the same humdrum kind of job all day long. I aim to go out and live a life that's got a lot of variety, where I can "do my thing."

At this point the instructor should ask the 4 students to interact and question each other as to why they feel about work as they do.

Discussion

The teacher will lead the class in discussion. The following are some possible questions.

- Why did the generations of "Joes" feel differently about work?
- Do you agree with the feelings of each of the four "Joes?" Why? Why not?
- Is there a "generation gap?" If so, what do you believe to be the cause?
- Can work be made for fulfilling?

CLASSROOM EXERCISE

WORKER ALIENATION AND JOB ENRICHMENT

Objectives

- The student will view a film on alienation and job enrichment, identify the problem of worker alienation, and formulate hypotheses on its causes.
- The student will hypothesize on possible means for reducing worker alienation, while maintaining the economic viability of the employer.

Materials

- A film on worker alienation and job enrichment selected from the list on pages 48-49.
- Movie projector
- Screen

Strategy

Show a film on worker alienation and job enrichment selected from the list on pp. 48-49. Conduct a discussion in which students formulate hypotheses on the causes and remedies for worker alienation.

Evaluation

- Were students able to identify worker alienation?
- Did hypotheses which were formulated on remedies for worker alienation display a logical relationship with potential causes?
- Were students aware of the necessity to maintain employer profitability in formulating hypotheses?

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(Robert L. Heilbroner, THE MAKING OF ECONOMIC SOCIETY (c) 1962. Reprinted by permission of Prentice-Hall, Inc., Englewood Cliffs, New Jersey.)

Questions

- How do you explain the above data?
- In 1914, the going wage in the auto industry averaged about $2.40 for a 9-hour day. Ford announced a minimum wage of $5 for an 8-hour day. How was it possible to raise wages and cut prices simultaneously?
- Who were the beneficiaries of the new methods of production and business organization? (Students should identify and explain that the gainers were owners, workers, and consumers.)
- Were these gains costless?

  This is an open-ended question in which the class may explore the impact on labor, competition, and the concept of a self-regulating market system.

. How could society maximize the benefits of these gains and minimize the cost?

A good student resource for this topic is Fredrick Lewis Allen's, *The Big Change*, Chapter 7, "The Dynamic Logic of Mass Production." Available in paperbound - Bantam Books.

CLASSROOM EXERCISE

ATTITUDES TOWARD WORK OVER TIME

Objectives

- Given a work sheet, the student will examine his own attitudes toward work and factors contributing to the formation of those attitudes.
- Given his responses to the categories of the work sheet, the student will hypothesize as to the attitudes and contributing factors during his parents' and grandparents' work life.
- The student will generalize on the causal effect of the societal and cultural environment on the perceived value of work.
- The student will hypothesize on procedures which might adapt the work environment to workers' attitudes toward work, which, at the same time, contribute to an economically viable business enterprise.

Materials

- Copies of the "Attitudes Toward Work Over Time" worksheet for all students.

Strategy

Distribute and have students complete the worksheet.

After discussing student responses on the "Attitudes Toward Work" handout, the teacher should consult questions for discussion on p. 13. The instructor should lead the class in a process of generating hypotheses on procedures which might adapt the work environment to workers' attitudes toward work, which, at the same time, contribute to an economically viable business enterprise.

Evaluation

- Were students able to formulate and recognize causal relationships between the societal and cultural environment and the perceived value of work?
- Did student hypotheses consider the interrelationship of altered work environments and the economic viability of the firm?

ATTITUDES TOWARD WORK

	ATTITUDES TOWARD WORK AND ECONOMIC SUCCESS	FACTORS CONTRIBUTING TO THOSE ATTITUDES
YOUR GRANDPARENTS		
YOUR PARENTS		
YOU		

ALIENATION AND JOB ENRICHMENT FILMS

Each of the films listed can be rented from the New York State School of Industrial and Labor Relations for $10. This utilization fee covers all outgoing transportation and insurance charges, maintenance and replacement costs. Users will pay return transportation and insurance charges.

To book films, send your written request to: Coordinator of Audio-Visual & Radio-TV, New York State School of Industrial and Labor Relations, Cornell University, Ithaca, New York 14853.

To allow sufficient time for scheduling, cleaning and repairing, packaging, etc., we should have a request at least 2 weeks in advance. However, films may not be reserved more than 2 months in advance of showing dates. Such requests which exceed this 2-month interval will be returned for reordering.

Films may be booked for a period of 2 days only. Under special circumstances, we may honor requests for a longer period.

THE BLUE COLLAR TRAP. NBC Educational Enterprises. 1972. 51 min. color.

America's young blue-collar workers are a new breed. Compared to the previous generation, they are better educated, more affluent, and have more leisure. These young workers are a part of an essential dilemma of America's technological mass production society. Mass affluence has been brought about by mass production. But those who are not affluent want satisfaction from their jobs. They do not want mass production-standardized jobs that do not provide opportunity for thinking and fulfillment. This film examines the life styles, politics, views, and frustrations of some of the new breed of workers in this affluent society.

LOOSE BOLTS? Mr. Peter Schlaifer, Box 298, Village Station, 150 Christopher Street, New York, N.Y. 10014.

A 30-minute film about auto assembly lines and the people who work on them.

What is it like to work on one of the fastest moving assembly lines in the world? And what's the quality of the car that comes off that line?

Loose Bolts? examines these issues based on in-depth interviews with assembly line workers, foremen, skilled trades workers, and elected union officials. Additional commentary is supplied by Robert Guest, Professor of Business Administration at the Amos Tuck School, Dartmouth College.

The interviews took place with people who work at the General Motors plant in Lordstown, Ohio. This was the scene of a widely publicized strike in 1972.

MAKING HUMAN RESOURCES PRODUCTIVE. Bureau of National Affairs, Inc. 1972. 30 min. color.

Dr. M. Scott Myers, Organization Development Consultant for Texas Instruments and an expert in applying job enrichment concepts, stresses that the aim for job enrichment is not merely to provide satisfaction, but to make the organization more efficient. While building more responsibility into the job, job enrichment involves altering the relationship of the employee to the authority structure of the organization. It thus affects every aspect of work climate and work relationships. Two dramatic cases are presented: (1) a supervisor tries to introduce challenge in the jobs of his subordinates, but fails, for he ignores their ideas for improvement; (2) Myer's famous "bowling alley analogy" showing the vital relationship between feedback and performance is dramatized. (From the Effective Organization series coordinated by Saul Gellerman.)

MOTIVATION THROUGH JOB ENRICHMENT. Bureau of National Affairs, Inc. 1967. 28 min. color.

Frederick Herzberg describes his "motivation hygiene" theory, offering management a new strategy to increase employee productivity. The "hygiene" factors--good pay, security, friendly supervision--do not necessarily overcome apathy and minimum effort. At best, they only keep employees from complaining; they do not make them want to work more efficiently. Job enrichment, the enlargement of a job's responsibility, scope, and challenge, is an impressive, tested technique that can aid materially in "turning people on," in building true motivation. (From the Gellerman Motivation and Productivity series.)

A GRABBAG OF 50 IDEAS FOR TEACHING LABOR STUDIES

1. Have each student review a historical novel/biography/autobiography as of the day it was published.

   Example: *Sister Carrie*, *The Rebel Girl*, others.

2. Begin a student designed and constructed "labor history" center in the room, with files for clippings (data and referenced), pictures of clothing, songs, newspapers of various times, articles, TV and radio programs visuals. The center may be arranged topically or chronologically.

3. Begin a "cartoon club" dealing with labor history, the work ethic, livelihood, and leisure/culture as a byproduct of labor.

4. Post historical cartoons on the bulletin board and have students locate parallel contemporary cartoons.

5. Read parts of a labor or management-oriented novel or history. Have students point out or speculate on any deviations or innaccuracies. Same for movies such as *Valley of Decision* or *Grapes of Wrath*.

6. Interview community members and/or politicians on labor views, values of work, and current economic conditions in front of the class; report the interview in the local paper.

7. Conduct a survey of the community on contemporary labor relations, work ethic, leisure/culture, welfare state. Analyze results with the point of showing how hard it is to reach consensus.

8. Write the State's United States representatives and senators and ask about their voting plans, and the reasons for those plans regarding bills dealing with labor relations, industry, cultural support, welfare legislation.

9. Compare their statements and rationales with the hard evidence of voting behavior in *Congressional Quarterly*.

10. Invite the United States Representative, state representatives, state Senator or a staff member from the legislature/senatorial district in which the school is located to discuss voting plans, past voting, and reasons for voting behavior on bills related to labor, economics, welfare, cultural support.

11. Write ADA and COPE for evaluations of the United States Representatives' and Senators' voting records on key issues. *Congressional Quarterly* also carries this information.

12. Work with teachers in science, art, English, industrial arts to study a period and/or topic in history of labor. Invite these teachers to class as guest lecturers.

13. Seek out refugees and interview them about their experiences in landing jobs, changes in their social status, and their perception of the value of labor.

14. Capitalize on having students with interest in automobiles and airplanes. How did that mode of travel effect labor, economics and leisure? How is it affecting them today? In the future? What about the manufacture of vehicles (the work force) and the impact on geographic area?

15. Use the "Daily Worker" to build a Russian/communist view of labor conditions in the United States. How "true to life" is the view? Have students critique the Russian view.

16. Contrast an older generation's experience and views on such things as labor problems, leisure, the value of work. Let students interview their grandparents, parents, and community residents of various ages.

17. Have students bring in items (or pictures of items) with their prices on date of manufacture. Speculate on the value of money and productivity.

    Example: the cost of a 1905 auto as percent of income versus 1975.

18. Identify contemporary labor leaders and businessmen who appear to be affecting history. Study their lives.

19. Request that students research and find slogans such as "Eight hour day five days week", "I am a man", and organize some of your classes around these slogans.

20. Make a file of social "assets" and "debits" from key controversial occurences in labor history. Judge what progress (if any) resulted.

Occurrence		
Assets	Debits	Progress

21. Relate historical/contemporary novels to the labor topics, and explain the significance of each.

22. Use the method of transposition of current events and people, moved to an earlier time. Would Jimmy Hoffa have been more effective under Jackson?

23. Find a cooperative manufacturer or large employer and let students go through the application procedure, and question the employer about applicable laws, work conditions, and retirement.

24. Allow students to design, compose, field tabulate and analyze polls on questions such as a current (local) labor related topic, satisfaction with life, leisure and work, the welfare state.

25. Set up a team of "Inquiring Reporters" who conduct simulated interviews of historic characters from labor/management both past and present.

26. Have students try to persuade local authorities to design a plaque to a local labor leader. Have them draft arguments and research the person's background prior to approaching the local authorities.

27. Assign students to prepare speeches or papers illustrating the relationship of Bill of Rights to the growth of labor.

28. Start a program on local radio or television in which students write, produce, and act in historical skits revolving around labor topics.

29. Start several committees -- radio, television, and film, and have them report on significant activities with regard to labor.

TV	DRAMA	RADIO	FILM	NOVELS

30. Select a labor related subject, play an appropriate tune, and have students compose a song to fit.

31. Work with labor problems, economics, taxes, by having students design, produce, and sell a product. Go through the whole process of tax forms, etc.

32. Locate a factory worker whose hobby is history and invite him to class to speak. Contact the historical society for its membership list and work from there to locate the person.

33. Search old newspapers for persons who were in the headlines, who could tell the class about labor in the past.

34. Send students out with cameras, tape recorders and note pads to interview, record documents, take photos of historic places, industrial plants, etc. Store and retrieve this data in a central repository.

35. Have students locate spots where significant events in labor history occurred. Have them map itineraries and invite their families to take the trip.

36. Ask the art teacher to demonstrate comic strip technique. Have students draw cartoon strips of events in labor history, and contemporary labor topics.

37. Use the "Face the Nation" format and have students play contemporary labor-management personages in "Face the Class."

38. Let students assume roles of prosecuting attorney/defense attorney in mock trials of historical characters.

    Example: The Haymarket Case.

39. Form student panels to discuss the problems of earlier times in terms of today.

    Example: The first sitdown strike, as if it happened yesterday.

40. Write headlines which students must research and then write up the story to fit the headlines.

    Example: MAN 70 CHALLENGES MANDATORY RETIREMENT FROM GOVERNMENT SERVICE.

41. Create political slogans related to labor and let students write up what they imply.

    Example: WHEN YOU VOTE, REWARD OUR FRIENDS, PUNISH OUR ENEMIES

42. Have students plan a hypothetical campaign for a new political party, such as a Labor Party or Workingman's Party.

43. Analyze improvements in the working day/working week and labor relations. Research the question: Has expanded leisure caused a flowering in the arts and culture?

44. Have one student comment on American use of leisure and welfare from the point of view of an historian, sociologist, or an anthropologist.

45. Identify once accepted attitudes that are no longer generally accepted, and compare them to contemporary attitudes.

    Example: "A penny saved is a penny earned" compared to a 1970's attitude toward spending.

46. Transfer a man across time -- how would the factory worker of 1865 find contemporary factory life? Do the same for a modern worker dropped back in time.

47. Compare the cartoons of Thomas Nast with modern editorial cartoons that critique American culture. (See American Civilization in Historic Perspective, pp. 151-201.)

48. Develop a profile of local beliefs and values regarding labor by following local news, stories, and editorials.

49. Profile the beliefs, attitudes, and values making up the "generation gap" by keeping a file related to the value of work, leisure, welfare as perceived by older and younger people.

50. Have students research and project the impact of a new factory on the community and the labor force. Give students a basic description of the factory (medium industry producting industrial chemicals, to employ approximately 1,800 people with a yearly payroll of $21,600,000.00) and its possible locations.

LABOR RELATIONS SIMULATION GAMES FOR SECONDARY SCHOOL STUDENTS

COLLECTIVE BARGAINING (ECONOMIC DECISION GAMES Series)

SUBJECT: Economics, Labor Relations

AGE OR GRADE: 12th grade, college adult

NUMBER OF PLAYERS: 6, in one team, any number of teams

PLAYING TIME: 2-4 hours

MATERIALS: Intructor's manual, A Guide to Teaching; player's manual

DESIGNED BY: Erwin Rausch

DATE ORIGINATED: 1968

PRODUCED BY: (1) Science Research Associates, Inc.; (2) Didactic Systems, Inc.

AVAILABLE FROM: Producers

PRICE: (1) $1.87, for 6 players: $2.00, A Guide to Teaching; $12.00 for 8 ECONOMIC DECISION GAMES (series). (2) $2.00, for 6 players; $2.15, A Guide to Teaching

Players participate in a crucial phase of labor-management relations. The model allows players to simulate the atmosphere and conditions that prevail during the negotiations of a new labor contract. For further information see:

A Catalog of Ideas for Action-Oriented Training, 2d ed. Westbury, New New York. Didactic Systems, Inc. p. 14.

Erwin, Theodore. "Games Businessmen Play." *Clipper*. October 1971. pp. 27-30.

Lewis, D.R. & Wentworth, Donald. *Games and Simulations for Teaching Economics*. New York. Joint Council on Economic Education. 1971. p. 38.

Social Studies Curriculum Material Data Book. Boulder, Colorado. Social Science Foundation Consortium. 1971.

THE HARD ROCK MINE STRIKE

SUBJECT: U.S. History: Labor-Management Relations

AGE OR GRADE: Junior high school, high school

NUMBER OF PLAYERS: 11-35, in 2 teams

PLAYING TIME: 2 hours

MATERIALS: Instructor's manual, players' manuals, cards, play money, transparencies

DESIGNED BY: Virginia Durham and Russ Durham, Teaching Research, Oregon State System of Higher Education

DATE ORIGINATED: 1970

PRODUCED BY: Random House/Singer

AVAILABLE FROM: Producer

PRICE: $35.00; $99.00, multi-media curriculum unit

Mine management and miners in the late nineteenth and early twentieth century make decisions regarding conflict between their interests. Miners attempt to gain higher pay and better working conditions, management seeks to maintain the status quo and prevent a strike. Part of curriculum program "Viewpoints on American Labor." See:

Lewis, D.R. & Wentworth, Donald. *Games and Simulations for Teaching Economics*. New York. Joint Council on Economic Education. 1971. p. 45.

Sloan, I.J., ed. *Viewpoints on American Labor*. New York. Random House/ Singer. 1970.

Social Studies Curriculum Material Data Book. Boulder, Colorado. Social Science Education Consortium. 1971.

THE HAYMARKET CASE

SUBJECT: United States History, Economics

AGE OR GRADE: High school

NUMBER OF PLAYERS: 23-35

PLAYING TIME: 3-5 hours

MATERIALS: Instructor's manual, role descriptions, fact and work sheets, players' record sheets

DESIGNED BY: David N. Dal Porto

DATE ORIGINATED: 1969, revised 1972

PRODUCED BY: History Simulations

AVAILABLE FROM: (1) Producer, and (2) Social Studies School Service

PRICE: (1) $10.00, (2) $15.00

The major issues involving labor and business in the years following the industrialization of the United States are discussed and debated. Play begins with a description of the 1886 Haymarket incident and continues through selection of the jury, presentation of cases of the prosecution and defense, and the verdict. Players take roles of court personnel, suspects, witnesses, and civic leaders involved.

LABOR VS. MANAGEMENT

SUBJECT: American History: Labor Management

AGE OR GRADE: High school

NUMBER OF PLAYERS: 4 groups, plus 4 television reporters

PLAYING TIME: Optional

MATERIALS: Instructions, role cards in *Social Education*, October 1966

DESIGNED BY: John D. Gearon

PRODUCED BY: *Social Education*, October 1966, pp. 421-422.

AVAILABLE FROM: Producer, reprint courtesy Foreign Policy Association and NCA Foreign Relations Project

This exercise is designed to provide players with insights into the relations between labor and management in our society. The social model can be used to define and to clarify important issues in terms of labor history. The game might serve as an introductory experience for a unit on the American labor movement in United States history. See:

Gearon, J.D. "Labor vs. Management: A Simulation Game." *Social Education*. October 1966. pp. 421-422.

____. "Simulation and Stimulation: Teaching Politics and Government in High School Social Studies." *Social Education*. March 1968. pp. 273-278, 281.

Lewis, D.R. & Wentworth, Donald. *Games and Simulations for Teaching Economics*. New York. Joint Council on Economic Education. 1971. p. 47.

SETTLE OR STRIKE

SUBJECT: Labor, Business, Economics

AGE OR GRADE: High school, adult

NUMBER OF PLAYERS: 24-32, in 6-8 teams

PLAYING TIME: Optional

DATE ORIGINATED: 1972

PRODUCED BY: Games Central

MATERIALS: Instructor's manual, team data files, badges, issue display mechanisms, agreement result calculator, Union-Company bargaining table mat

DESIGNED BY: Abt Associates, Inc.

AVAILABLE FROM: Producer

Price: $40.00

Players simulate the collective bargaining process as Union Local 0001 and Lastik-Plastik Company try to reach contractual agreement on five issues: wages, union security, seniority, vacations, and contract duration.

STRIKE

SUBJECT: U.S. History, Economics: Labor

AGE OR GRADE: Junior high school, college

NUMBER OF PLAYERS 20-35

PLAYING TIME: 3 weeks, in 1-hour rounds

MATERIALS: Instructor's manual containing complete teaching unit, players manuals

DESIGNED BY: Interact

DATE ORIGINATED: 1969

PRODUCED BY: Interact

AVAILABLE FROM: Producer, and Social Studies School Service

Price: $10.00, for 35 players

60

In a late 19th century simulated environment with two towns—one having a steel mill, one a coal mine—players have conflicting goals as they assume roles of owners, managers, foremen, workers, unemployed (immigrants, Negro migrants, labor union organizers, socialists, and anarchists). Horatio Alger effort and chance can help players climb the "golden ladder" of economic opportunity. The exercise is accelerated by two kinds of bulletins: historical bulletins, which make workers aware of labor's plight throughout America; and fate bulletins, which kill or injure. Eventually, Phase I culminates in either a strike, a lockout, or fumbling attempts at collective bargaining. During Phase II players observe how much labor-management relations have changed during the last 75 years when they participate in collective bargaining sessions in a contemporary case study.

Lewis, D.R. & Wentworth, Donald. *Games and Simulations for Teaching Economics*. New York. Joint Council on Economic Education. 1971. p. 57.

STRIKE

SUBJECT: Business: Management, Labor

AGE OR GRADE: High school, adult

NUMBER OF PLAYERS: 16-40, in 6 teams

PLAYING TIME: 2-3 hours

MATERIALS: Instructor's manual, players' manuals, profile cards, information sheets

DESIGNED BY: Stephen J. Fischer, Raymond A. Montgomery, and Marcia Kaunfer, Creative Studies, Inc.

DATE ORIGINATED: 1970

PRODUCED BY: The Macmillan Company (1971)

AVAILABLE FROM: Producer

PRICE: $21.00, classroom kit; $5.40, players' manuals for 10 players; $.30, additional instructor's manual

STRIKE portrays the conflict arising when the contract of the American Steelworkers Union with the major steel companies expires before a new contract agreement can be reached. The steel companies and their local unions come into conflict and a strike is declared. Players assume the roles of government, mediators, union representatives and company representatives. They make decisions regarding working conditions, wages and benefits, seeking to resolve the dispute in a manner most suited to their group's objectives and the economy of the entire nation.

Lewis, D.R., & Wentworth, Donald. *Games and Simulations for Teaching Economics*. New York. Joint Council on Economic Education. 1971. p. 57.

BIBLIOGRAPHY

A selective list of books for young adults and children on the labor movement with reading suggestions for elementary and junior and senior high school students, teachers, and librarians. Prepared by the American Federation of Labor/Congress of Industrial Organizations, American Library Association (Reference and Adult Service Division), Joint Committee on Library Service to Labor Groups, Jean Y. Webber, compiler.

Labor History

Brooks, T.R. *Toil and trouble*, rev. ed. 1972. Dell, $7.95; paper, $2.45.
A general history of the labor movement for the advanced reader.

____. *Picket lines and bargaining tables: organized labor comes of age, 1935-55.* 1968. Grosset & Dunlap, $4.50; lib. ed., $4.59.
Detailed account of the conflicts, defeats, and successes of a turbulent but crucial period in labor history.

Cahn, Rhoda & Cahn, William. *No time for school, no time for play: the story of child labor in America.* 1972. Messner, $4.50; lib. ed., $4.29.
Excellent pictures and story of young children at work in the nation's mills, coal fields, sawmills, and canneries 50 years ago. Elementary grades.

Cahn, William. *A pictorial history of American labor.* 1972. Crown, $12.50.
For the advanced reader.

Dulles, F.R. *Labor in America.* 1966. Crowell, $6.95; paper ed., $4.95.
A history of American labor from its craft beginnings in Colonial America through the 1960's. For the advanced reader.

Flagler, J.J. *The labor movement in the United States.* 1970. Lerner, $3.95.
A pictorial history of organized labor and its influence on society.

____. *Modern trade unionism.* 1970. Lerner, $3.95.
An illustrated explanation of trade unions in today's world.

Gardner, J.L., & Weisberger, B.A. *Labor on the march.* 1969. Harper, $5.95.
Attractively illustrated history of the American labor movement.

Herling, John. *Labor unions in America.* 1964. Robert B. Luce, $2.95.
An account of the American trade union movement, highlighting events of its past and present, including a look at its future.

Holland, Ruth. *Mill child.* 1970. Macmillan, lib. ed., $4.50.
An impassioned chronicle of child labor in America traces the long, hard fight to gain protective legislation for child laborers.

Meltzer, Milton. *Bread and roses.* 1967. Knopf, $3.95; lib. ed., $5.57.
The workers tell their heroic struggles to gain a better standard of living in the time of industrial empire

Paradis, A.A. *Labor in action.* 1963. Messner, $3.95; lib. ed., $4.29.
A simply written history of labor's progress from colonial times to the 1960's.

Pelling, Henry. *American labor.* 1960. Univ. of Chicago Press, $6.50; paper, $2.45.
A brief account of American labor up to the Labor-Management Reporting and Disclosure Act of 1959.

Schnapper, M.B. *American labor, a pictorial social history.* 1972. Public Affairs Press, $15.00.
Contains 1,250 rare illustrations. For the advanced reader.

Stein, Leon. *The triangle fire.* 1967. Lippincott, $4.50.
Dramatic re-creation of the Triangle Shirt-Waist Company fire in New York City.

Taft, Philip. *The A.F. of L. in the time of Gompers.* 1969. Reprint of 1957 edition. Octagon, $15.00.

____. *The A.F. of L. from the death of Gompers to the merger.* 1969. Reprint of 1959 ed. Octagon, $15.00.

____. *Organized labor in American history.* 1964. Harper, $12.50.
Basic books on American labory history for the advanced reader.

U.S. Bureau of Labor Statistics. *Brief history of the American labor movement.* 1970. Bulletin 1000. Govt. Printing Office, $1.00.

Werstein, Irving. *The great struggle: labor in America.* 1965. Scribner, lib. ed., $5.95.
A lively description of labor's progress from the first indentured workers to the merger of the AFL-CIO in 1955.

____. *Pie in the sky.* 1969. Delacorte, $4.50.
An exciting account of a turbulent and revolutionary organization of the 1900s: the Industrial Workers of the World.

____. *Strangled voices: the story of the Haymarket affairs.* 1970. Macmillan, lib. ed., $4.95.
A chronicle of the Haymarket Affair of the 1880s, including the riot and the trial of the accused people.

Labor Leaders

Archer, Jules. *Strikes, bombs and bullets: Big Bill Haywood and the IWW.* 1972. Messner, $4.50; lib. ed., $4.29.
A biography of one of organized labor's first leaders known for the violence of his tactics and for founding the Industrial Workers of the World.

Blumberg, D.R. *Florence Kelley: the making of a social pioneer.* 1966. Kelley, $5.00.
Florence Kelley's struggle for social justice.

Chasen, Will. *Samuel Gompers: leader of American labor.* 1971. Praeger, $5.50.
The life of a great and vigorous labor leader who founded and served as president of the American Federation of Labor.

Cook, Roy. *Leaders of labor.* 1966. Lippincott, $4.95.
Brief biographies of William Sylvis, Terence Powderly, Samuel Gompers, William Haywood, William Green, John L. Lewis, Philip Murray, David Dubinsky, Sidney Hillman, Walter Reuther, and A. Philip Randolph.

Daniels, P.L. *Famous labor leaders.* 1970. Dodd. $3.50.
Exciting episodes in the American labor movement as seen through the lives of some of its outstanding leaders.

David, D.S. *Mr. Black Labor: the story of A. Philip Randolph, father of the civil rights movement.* 1972. Dutton, $6.50.
An excellent biography of one of the giants of the American labor movement.

Franchere, Ruth. *Cesar Chavez.* 1970. Crowell, $3.75.
An easy-to-read biography of the Mexican American who led the movement to organize farm workers. Elementary grades.

Korson, G.K. *John L. Lewis: young militant labor leader.* 1970. Bobbs-Merrill, $2.75; text ed., $2.44.
The childhood days of the former president of the United Mine Workers. Elementary grades.

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